

# Annual Report

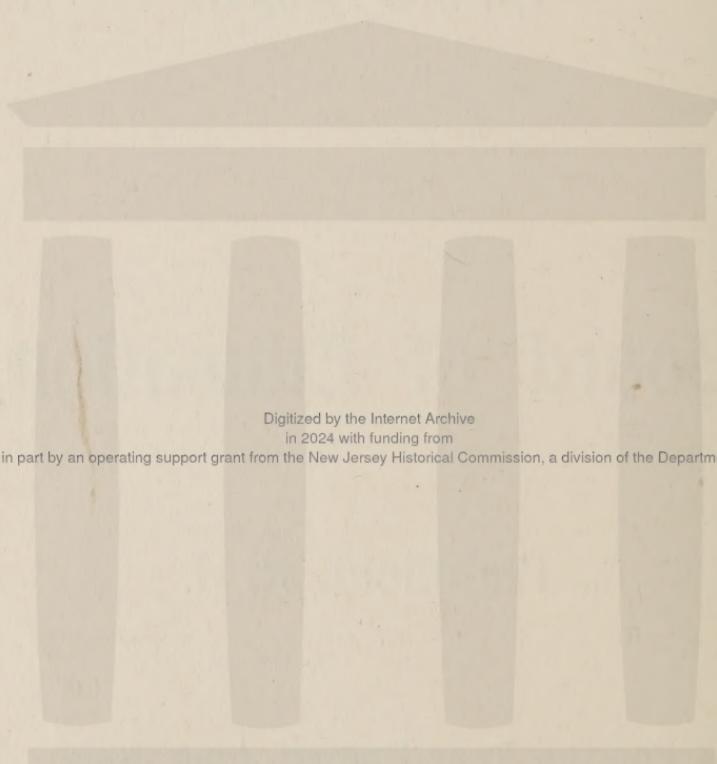
of the

# Board of Education,

Plainfield, N. J.

For the Year Ending June 30th,

1901.



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# Board of Education,

1901.

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## OFFICERS.

JOHN B. PROBASCO, M. D.,	- - - - -	<i>President.</i>
FRED C. LOUNSBURY,	- - - - -	<i>Secretary.</i>
FRANK B. CLARK,	- - - - -	<i>Clerk.</i>

## MEMBERS.

		<i>Term Expires.</i>
FRED C. LOUNSBURY, 129 Plainfield Avenue,	- - - - -	1901.
LEANDER N. LOVELL, 212 Crescent Avenue,	- - - - -	1902.
REV. WM. R. RICHARDS, D. D., 534 East Front Street,	- - - - -	1903.
JOHN B. PROBASCO, M. D., 175 East Front Street,	- - - - -	1904.
CHARLES F. ABBOTT, 966 Central Avenue,	- - - - -	1905.

HENRY M. MAXSON,

Supervising Principal and Superintendent of Schools.

## OFFICE HOURS.

8.30 A. M.—9 A. M. on School Days.

## MEDICAL EXAMINERS.

T. H. TOMLINSON, M. D.,  
212 LaGrande Ave.

A. F. VAN HORN, M. D.,  
452 West Fifth Street.

# Standing Committees,

## 1901.

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### *Teachers and Text Books:*

J. B. PROBASCO,            W. R. RICHARDS,            C. F. ABBOTT.

### *Books, Stationery and Supplies:*

W. R. RICHARDS,            F. C. LOUNSBURY,            J. B. PROBASCO.

### *Buildings and Repairs:*

F. C. LOUNSBURY,            J. B. PROBASCO,            L. N. LOVELL.

### *Finance:*

L. N. LOVELL,            C. F. ABBOTT,            F. C. LOUNSBURY.

### *Fuel:*

C. F. ABBOTT,            L. N. LOVELL,            W. R. RICHARDS.

## ELECTION OF TRUSTEES.

One each year for a term of five years. Election held on the day of regular municipal election in November, at usual polling places.

## ELECTION OF OFFICERS.

At the regular monthly meeting in January of each year.

## TUITION FEE FOR NON-RESIDENTS.

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon payment of the following tuition fees:

High School, per quarter (ten weeks).....	\$12 00
Grammar School, per quarter (ten weeks).....	9 00
Primary School, per quarter (ten weeks).....	6 00

## BOARD MEETINGS.

Stated meetings of the Board, first Monday of each month at 7.45 P. M. Rooms, High School Building. Bill Nights, first Monday of each month.

## BOARD ROOM AND CLERK'S OFFICE.

High School Building, West Fifth Street and Arlington Avenue.

## SUPERINTENDENT.

Office of Superintendent, High School Building, West Fifth Street and Arlington Avenue.

Office Hours—8.30 to 9.00 A. M. on School Days.

## SCHOOL SESSIONS.

High School.....	From 8.20 A. M. to 1.00 P. M.
Whittier School.....	From 8.20 A. M. to 1.00 P. M.
Grammar Dep't.....	9.00 A. M. to 12 M.; 1.30 to 3.15 P. M.
Primary Dep't.....	9.00 to 11.45 A. M.; 1.30 to 3.00 P. M.

*Grammar and Primary Departments.*

On one-session days, hours from 9.00 A. M. to 1.00 P. M.

## SCHOOL CALENDAR, 1901-1902.

## FALL TERM—

Begins September 10, 1901; closes December 20, 1901.

## WINTER TERM—

Begins January 2, 1902; closes April 4, 1902.

## SPRING TERM—

Begins April 14, 1902; closes June 19, 1902.

## FALL TERM—

Begins September 9, 1902; closes December 19, 1902.

# Financial Statement.

Receipts and Expenditures, Sept. 1, 1900, to July 1, 1901.

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RECEIPTS.

Sept. 1, 1900, balance from Aug. 31, 1900, and deposited with the Custodian of School Moneys, General	
Fund account . . . . .	\$ 142 86
Due from Lincoln School Building account . . . . .	2,782 50
	—————
	\$ 2,925 36

District tax received from the Collector of the city:

Arrears for the year 1893 . . . . .	1 08
" " " 1894 . . . . .	2 24
" " " 1895 . . . . .	8 94
" " " 1896 . . . . .	41 17
" " " 1897 . . . . .	387 90
" " " 1898 . . . . .	1,240 65
" " " 1899 . . . . .	3,415 35
	—————
	\$ 5,097 33
Current year, 1900 . . . . .	46,819 60
	—————
	\$51,916 93
Interest on Arrears of tax . . . . .	1,005 83
	—————
	52,922 76

State tax received through the City Treasurer:

State Appropriation 1900-1901 . . . . .	1,444 46
State tax 90 per cent Fund 1900-1901 . . . . .	18,320 13
State tax 10 per cent Fund 1900-1901 . . . . .	1,576 62
	—————
Tuition (non-residents) . . . . .	1,807 30
Library Account . . . . .	101 60
Sundry Account . . . . .	250 93
	—————
Proceeds Bills Payable . . . . .	2,159 83
	—————
Warrants drawn on Custodian of School Moneys, and approved by him for payment with interest . . . . .	17,200 00
	—————
	\$ 96,549 16
	—————
	10,799 02
	—————
	\$107,348 18

## BOARD OF EDUCATION.

7

## DISBURSEMENTS.

Sept. 1, 1900, debit balance with the Custodian of School Moneys . \$	6 92
Salaries:	
Teachers . . . . .	\$49,858 91
Clerk, Janitors, Custodian and Medical Inspectors . . .	6,033 29
	<u>                  </u>
	\$55,892 20
Fuel . . . . .	2,028 61
Lighting . . . . .	164 06
	<u>                  </u>
Running School Expenses:	
Stationery Supplies . . . . .	382 38
Printing . . . . .	424 85
Insurance . . . . .	423 07
Telephone service . . . . .	137 35
Water service . . . . .	526 65
Furniture . . . . .	1,004 18
Incidentals . . . . .	640 36
General Supplies. . . . .	1,579 03
Inhabitants of the City of Plainfield, percentage proportion for the assessing and collecting of school taxes . . . . .	958 94
Repairs . . . . .	2,733 62
Rental Whittier School. . . . .	375 00
Ash Contract . . . . .	121 00
Legal Services . . . . .	250 00
Freight and Cartage . . . . .	88 88
Expressage . . . . .	82 67
Guns . . . . .	67 50
	<u>                  </u>
Bonds retired . . . . .	4,000 00
Payment, account Mortgage Lincoln School . . . . .	1,000 00
	<u>                  </u>
	\$ 5,000 00
Interest on Bonds . . . . .	1,880 00
Interest on Mortgage . . . . .	1,035 00
	<u>                  </u>
Bills Payable, Whittier Betterment Account . . . . .	602 25
Bills Payable . . . . .	22,700 00
Interest on Bills Payable, etc . . . . .	420 36
	<u>                  </u>
	23,722 61
Library Account . . . . .	109 33
Text-books and School Supplies . . . . .	3,406 71
	<u>                  </u>
	\$103,040 92
July 1, 1901. Balance on hand with the Custodian of School Moneys . . . . .	\$ 1,524 76
Due from Lincoln School Building Account . . . . .	2,982 50
	<u>                  </u>
	4,307 26
	<u>                  </u>
	\$107,348 18

## BOARD OF EDUCATION.

July 1, 1901. Balance on hand General Account . . . . .	\$ 1,471 31
Library Account . . . . .	53 45
	<hr/>
	\$ 1,524 76
Due from Lincoln School Building Account . . . . .	2,782 50
	<hr/>
	\$ 4,307 26

## MARTIN ACT ACCOUNT.

## RECEIPTS.

Sept. 1, 1900. Balance from Aug. 31, 1900, and deposited with the Custodian of School Moneys . . . . .	\$ 27 19
Received from the City Treasurer, net proceeds from Martin Act taxes . . . . .	6,277 12
	<hr/>
	\$ 6,304 31

## DISBURSEMENTS.

Bills Payable . . . . .	\$ 6,185 00
Interest on Bill Payable . . . . .	115 20
	<hr/>
July 1, 1901. Balance on hand with the Custodian of School Moneys . . . . .	\$ 6,300 20
	<hr/>
	4 11
	<hr/>
	\$ 6,304 31

## ASSETS AND LIABILITIES.

## ASSETS.

July 1, 1901. Balance with the Custodian of School Moneys . . . . .	\$ 1,528 87
Martin Act taxes uncollected . . . . .	4,797 82
Arrears of taxes not in Martin Act Account . . . . .	12,409 31
Due from Lincoln School Building Account . . . . .	2,782 50
	<hr/>
	\$ 21,518 50

## LIABILITIES.

Warrants drawn on the Custodian of School Moneys and approved by him for payment with interest .	\$ 10,799 02
Bills Payable . . . . .	8,916 69
Outstanding Accounts . . . . .	728 59
	<hr/>
	20,444 30
Sites, Buildings, Furniture, etc . . . . .	232,000 00
Against which there is standing Coupon Bonds at 4 per cent . . . . .	\$ 44,000 00
Bond and Mortgage at 4½ per cent . . . . .	22,000 00
	<hr/>
Respectfully submitted,	\$ 66,000 00

J. B. PROBASCO, President.

FRED C. LOUNSBURY, Secretary.

L. N. LOVELL,  
C. F. ABBOTT,  
W. R. RICHARDS, } Auditing Committee.

## Superintendent's Report.

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*Gentlemen of the School Board:*

I take pleasure in presenting to you my Ninth Annual Report of the Plainfield Public Schools.

The statistics of the schools for the past year are as follows:

Enrollment, 1900-1901,	- - -	2,697
Average Membership,	- - - -	2,177
Average Attendance,	- - - -	1,950
Number of Teachers,	- - - -	72
Number of Buildings,	- - - -	8

The statistics show an increase of 141 in enrollment and 235 in average membership over that of last year. It looks as if we might expect an increase of from 100 to 150 in our attendance each year. This is the equivalent of three or four classes, and indicates the need of a new ten-room building every three or four years to furnish accommodations for them. If the new High School building can be erected at an early date, it will allow a re-adjustment of classes and afford a temporary relief; but if it is delayed long, we shall be confronted with the problem of a High School building and a Primary building at the same time.

One class, in the Irving School, became so full that it was necessary to divide it, forming two classes, and giving each one session, one in the morning and the other in the afternoon. As this was the lowest primary, composed of very young children, I did not consider it a

material loss to the pupils. It is asserted by some educators that children in the first or second year of school, if arranged in small classes, would get as much from short school sessions as they do now with sessions covering four hours and a half, while the additional time now spent in school would improve them physically if spent out of doors.

The health of the pupils has been unusually good, none of the diseases of childhood having prevailed very extensively. No doubt much of this exemption is due to the watchfulness of our school physicians, the promptness with which all children showing symptoms of illness are singled out by the teacher, and the physician called in to examine them, and to the antiseptic measures carried out in every school as occasion calls for them.

All pupils have again been examined by the physicians in respect to eyesight, hearing, the condition of throat, and unsuspected deformities, and parents have been informed when any child was found to have defective conditions that required attention.

#### THE HIGH SCHOOL.

As it is the keystone of the public school system, the highest development of its education, the citizens may well take pride in our High School. It is doing admirable work. This year, as in previous years, parents have come to enter pupils in the school with the remark that they have moved into the city for the special purpose of sending their children to the High School. We have sent an unusually large number to the colleges this year, nineteen in all, four going to Princeton, three to Cornell, three to Rutgers, two to Barnard, and one each to Vassar, Smith, Central University of Iowa, New York University, Mount Holyoke, Wellesley and Swarthmore. Our graduates invariably take a good stand in the higher institutions to which they go, and they have won strong

commendations for the thoroughness, carefulness, and breadth of their preparatory instruction, but that work is now hampered in many ways by our inadequate conditions, and the school is kept from growing and broadening in its opportunities as it ought, if it is to keep up with the times.

The entering class in the High School was the largest in its history, numbering 92. The total membership increased to 232, requiring the addition of another teacher. For three years, each fall has brought an increase to the number of this school, until now every room is full, wardrobes have to be utilized for type-writing, and some classes have to recite in the hallways and the office. In 1898, the total membership of the High School was 139, showing an increase of about 90 in three years. It is most unfortunate that anything should have risen to delay the construction of our new High School building, which was sanctioned by the City Government more than a year ago.

The work of the school has gone on during the year with much smoothness and with increasing efficiency. The only change of importance in the Course of Study is in the work in English. We have always laid much stress on the instruction in that subject; but, believing it the most practical in the whole curriculum, we have now given it the place of prime importance. We hold that, whatever else a pupil learns in the High School, he should, when he leaves it, carry with him a good knowledge of the literature of his own language and an ability to use that language with considerable ease and accuracy. The courses in Composition, Rhetoric and Literature have, therefore, been thoroughly revised and combined, and the recitations planned so as to give each pupil work in the combined course five periods a week during the entire four years. There is many a college that does not give its pupils so good a training in English as does our High School.

### GREAT INCREASE OF HIGH SCHOOLS IN THE UNITED STATES.

One of the most striking facts in the field of education in the closing decade of the nineteenth century is the great increase in public High Schools. While we have been building up and strengthening our own High School, the whole country seems to have gone to work to create High Schools.

Statistics recently given out by Commissioner Harris show that in 1890 there were but 2,526 public High Schools in the United States, but in 1900 there were 6,005, the number having increased nearly 140 per cent in a decade. In the North Atlantic states, where there were already many High Schools, the number was nearly doubled, rising from 786 in 1890, to 1,448 in 1900. In the North Central states the growth was still greater, going from 1,376 in 1890, to 3,163 in 1900. In New York state alone the increase was from 231 to 565 in the decade. All parts of the country show similar figures.

Surely, whatever question there may once have been as to the expediency of the free public High School, this enormous increase in the last decade shows that the people are answering it in one way, that the High School is an essential part of our public school system, and the more advanced communities are broadening and strengthening the work in every way.

### GRAMMAR AND PRIMARY SCHOOLS.

In the grades below the High School, work of equally high character has been done. The concentration of the Grammar Schools in the Whittier building has contributed, to a degree even greater than last year, toward increased efficiency in work and a higher morale in the conduct of the pupils. We have been able to introduce a modified plan of department teaching. While each class is taught chiefly by one teacher, it is also arranged that each teacher shall teach one subject in classes other than

her own. This secures, in some degree, the value of special teaching in the main subjects, and at the same time preserves much of the value of keeping the pupils under the steady impress of one mind the greater part of the day. An even larger number of the pupils in the eighth grade have been promoted directly to the High School without passing through the ninth grade, thus saving a year for such pupils. Nearly all the pupils so promoted in previous years have been able to hold their places in the High School and do creditable work, and I hope gradually to readjust the work of the course so as to eliminate the ninth grade.

Various small changes have been made to strengthen and improve the organization of the classes and the advancement of the pupils. In the Irving School, which, at the time the building was erected, was thought to be so largely in advance of the needs of the city, the kindergarten and the first primary were so large that it was necessary to divide them and put each half on a one session plan, having one-half come in the morning, and the other in the afternoon.

#### THE COURSE OF STUDY.

In grades below the High School, various small changes have been made to strengthen and improve the organization, and advancement of the classes, and the Course of Study is undergoing a gradual revision.

The Course in English has been very much strengthened and broadened, so as to secure much more oral and written practice in the use of the language, increased accuracy in the use of the idioms, greater fluency in thinking and in expressing thought, and to give a better foundation on which to build the improved work in the High School. The aim is not parsing, analysis, and technical grammar, but rather the use of the language to express thought fluently, accurately, and forcibly. The work begins with conversation and the telling of stories, and

extends through the grades with oral and written productions in narration, description, imaginary stories, character sketches, letter writing and similar forms, leading up to a careful study of literature in the higher grades, and much practice in the invention of thought and correct expression. A gratifying improvement is already apparent in the work of the pupils.

To counteract the modern tendency to neglect accurate memorizing, a selection of choice poems or prose extracts has been made for each grade, and each class will be expected to memorize the minimum number in each grade from year to year, reviewing and retaining those of previous years; thus not only training the memory, but also stocking the mind with a choice selection of noble thoughts expressed in beautiful language. As this course will be more or less correlated with the language course, it is expected also to increase the pupil's power of expression.

#### PHYSICAL TRAINING.

In many ways we have tried to perfect the material conditions that surround the pupil, so that his health shall be preserved; but, as yet, we have done very little to give each child definite, systematic and expert physical training, so as not only to preserve his health, but to strengthen and build up his physical power. The superb physique of President Roosevelt is a conspicuous example of what physical culture can make out of a delicate child. While the brief training that is possible in the school cannot be expected to produce such great transformations, it can do much to banish from our school-rooms the hollow chests, sinking shoulders, curved spines, shuffling walk and slouching postures, so frequently seen in the average school; and in many a case it may arouse interest and stimulate personal effort that shall give great increase in physical power.

All our teachers now have their pupils do some simple

calisthenic work, but most of it is brief and without a comprehensive plan. They need the supervision and direction of a specialist. A very modest experiment in this direction was made in the Whittier School by employing Miss Jackson to give instruction twice a week to a few classes. I consider that the results are satisfactory, and that the Board may wisely continue and extend it.

In the High School, we have continued our Cadet Corps, and raised it to a higher degree of efficiency, although we are hampered by the lack of an adequate drill-hall, there being no room in the city fully suitable. Practically every boy in the school takes the drill, and obtains in greater or less degree the value that comes from it in improving the carriage of the body, giving him a more manly bearing and training him to alertness and promptness in obedience, and in acting in unison with others. For the girls in the High School, I regret to say, we have nothing.

Athletics, under the leadership of the Science teacher, has reached more boys and been more efficient than ever. I believe that athletics, under the oversight and guidance of the school authorities, may be made an instrument of much value for the physical and moral improvement of the school; while, without such control and guidance, athletics may become a distinct evil. The sports of the High School are now so organized that the boys receive the benefit of the encouragement and advice of the school faculty and a graduate director in all affairs that pertain to the school as an organization. It is now a part of the duties of one of the teachers to assist in the practice, and, as far as practicable, to exercise such oversight as to secure for the boys the greatest benefits from the school athletics with the least risk. To this end, no pupil is permitted to become a member of the school team until he has been examined by the school physician; and every effort is made to conduct affairs in the spirit of true sportsmanship.

## BEAUTIFUL SCHOOL-ROOMS.

It is coming to be recognized, more and more, that an important part of the child's education is that which he receives unconsciously as the result of his surroundings. The child is inevitably influenced by what his eyes rest on day by day,—by the social atmosphere in which he lives. Hence, school executives are striving to produce in the schools as many as possible of the conditions of the best homes. The excellent condition of repair in which our buildings are always kept, and the thoroughness with which they are cared for, do much to establish in our pupils ideas of neatness, good order, thrift, and other similar traits.

During the year quite a little has been done in the way of making the rooms more attractive to the eye. The graduating class, following the custom of previous years, gave the school, as a parting gift, a large cast of the beautiful Victory of Samothrace, and a carbon copy of "Sir Galahad." Other pupils and friends have added other pictures. The Irving School Assembly Hall has been beautified by casts of Robbia's "Cymbal Players" and "Trumpeters," and by several large photographs. The Bryant School and the Franklin School have done similar work in their Halls. In one of the class-rooms, where the pupils make a study of the Western Continent, a frieze of photographs, under glass, showing views of North America, has been fastened along the top of the blackboard on two sides of the room. In another room, where the class studies Europe, a frieze of European views has been put up.

Here is a wide field for those who love children enough to use some of their money for their pleasure and culture. The daily influence which a beautiful picture may have on a child's life cannot be estimated. A hundred dollars would decorate a class-room so as not only to keep the memory of the giver green for many a year, but also to influence the lives of scores and scores of children, who

will spend many of their waking hours in that room as the years go by. A smaller sum will hang upon the walls one or more pictures, or place a cast of some beautiful statuary.

It is by such beautiful surroundings that school life is made more attractive, and a sense of beauty and refinement is developed in the pupils. The copy of one masterpiece, placed where the children will see it day by day, will not only raise their ideals by its silent influence, but it will also serve as a standard for the decoration of their future homes, and will do much to crowd out the poor, tawdry decorations now so prevalent.

#### MEMOIR.

Again we have suffered serious loss through the death of one of our oldest and best teachers. Miss Clara Ticknor came to us from one of Massachusetts' best Normal Schools, in 1886, and continued in the service of the city up to the hour of her death. She was an admirable teacher of little children, careful, painstaking, tireless in her application, and extremely conscientious in the performance of all duties. Her early death has deprived us of an unusually valuable worker, and her loss has been felt throughout the year.

#### TEACHERS' MEETINGS.

The usual teachers' meetings have been held as in past years. Each Principal holds meetings with the teachers in her own building for discussion of matters pertaining to her own school; the special teachers hold meetings to perfect the teachers in matters pertaining to their special branches, and the Superintendent holds meetings of the teachers, by grades, to discuss matters pertaining to the instruction and management of each grade, and general meetings of all teachers in the employ of the city for general instruction and inspiration. There have also been afternoon meetings of the parents in various buildings, to bring parents closer to the school. An unusual degree of

cordiality and sympathy now marks the relations between teacher and parent in our city schools, which has, in turn, done much to make the school atmosphere bright and stimulating, so that our schools are happy work shops, not places of imprisonment.

#### TEACHERS' SALARIES.

The success of any school system depends upon the character of the teachers that it employs. That our schools are so successful, is due to the proficiency, enthusiasm and high ideals of our corps of teachers; and we have been most fortunate in being able to secure and retain so many good teachers at the salaries we pay. This year we have had an unusual number of changes, nearly one-fifth of our teachers having resigned, many of them to accept better salaries elsewhere.

People unacquainted with the work of the teacher, and the demands made upon her, are sometimes inclined to think our salaries are high; and when they see the large total required to maintain the schools, they cry extravagance. People who assert this forget the past history of Plainfield. The pay-roll of 1875 shows that the head of the Plainfield schools received \$4,000, and had eighteen teachers under his supervision. Last year the head of our school system received \$3,500, and had sixty-eight teachers under his supervision. The highest salary paid a lady teacher in the High School twenty-five years ago was \$850, which is exactly the same as the highest salary paid a lady teacher now. The maximum salary for grade teachers in 1875 was \$550; in 1900, the maximum was still the same, except that a few of the teachers, for long service, or other special reasons, had been granted an increase of \$25 or \$50 more than this. The only grade teacher now in service, who was on the list in 1875, has received an increase of \$50 in the twenty-five years.

The average salaries of the lady teachers in 1875 was \$527. The average salary in 1900, including both High School teachers and grade teachers (omitting the lady Principals, since there were no Principals in 1875) was \$571, an increase of \$44, or eight per cent, in twenty-five years. In view of the increased cost of living which is now demanded of the teacher, who will say that the present figures are extravagant as compared with those of twenty-five years ago?

When compared with the salaries of other cities having schools of an excellence similar to ours, our salaries will be found low. Some of our teachers with long experience are receiving \$600. In East Orange, such teachers might receive \$700; in Orange, \$650; in Summit, \$700; in Rutherford, \$700; in Montclair, \$750; in Yonkers, \$800; in Jersey City, \$936.

Nearly all of our lady Principals receive \$800. In Newark they receive \$1,200; in Orange, \$1,200; in Jersey City, \$1,100 to \$1,500; and in many other cities they put *men* in the position, paying two or three times the salary we pay the position. The highest salary paid a lady teacher in our High School is \$850. In Orange, \$900 is paid; in Bloomfield, \$1,000; in Montclair, \$1,100.

The Superintendent of Schools in Plainfield is paid \$3,500; in East Orange and Montclair, the two New Jersey towns of similar conditions, whose schools rival Plainfield's, the salary of the Superintendents for years has been \$3,800 and \$4,000.

In closing, I wish to thank the Board for the cordial support and co-operation they have given me in my efforts to make our schools happy work-rooms, where each child shall find the most helpful conditions for physical and mental and spiritual growth.

Respectfully submitted,

H. M. MAXSON,

*Superintendent of Schools.*

## APPENDIX.

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### List of Teachers, 1900-1901.

Superintendent, HENRY M. MAXSON.

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#### HIGH SCHOOL.

IRA W. TRAVELL, <i>Prin.</i> ,	S. LEONA BASS,
ELLEN E. NILES,	A. B. MEREDITH,
ELLEN K. CUMMING,	GEO. W. SANFORD,
ALICE M. WHITNEY,	ANNA H. PRESCOTT.

#### PREPARATORY CLASS.

KATHARINE F. BALL,	M. ELIZABETH BENEDICT,
MABEL A. MAXSON, <i>Pianist.</i>	

#### WHITTIER SCHOOL.

ANNA M. DAY, <i>Prin.</i> ,	FLORA GRIFFIN,
ETHEL A. HAVEN,	ELEANOR T. WILBER,
ALICE W. LANSING,	ANNA E. MANKTELOW
ELIZABETH E. MORE,	MABEL MITCHELL.

#### FRANKLIN SCHOOL.

NOEL J. BULLOCK, <i>Prin.</i> ,	FLORENCE CHURTON,
JENNIE E. DAVIES,	LOTTIE B. STRONG,
CHARLOTTE C. MERRILL,	MINNIE B. McMASTER,
CLARA J. CHURTON,	MADGE L. SUTPHEN,
EMMA FORCE,	CAROLINE A. BARBER,
EDITH GILBERT,	ELIZABETH T. ANGELL.

## WASHINGTON SCHOOL.

M. E. HUMPSTON, <i>Prin.</i> ,	S. LOUISE WOOD,
ANNA W. BOORAEM,	MARGARET R. CORY,
JENNIE OWEN,	CHARLOTTE E. TENNANT,
	LOUISE RAWSON.

## BRYANT SCHOOL.

EMMA V. SHATTUCK, <i>Prin.</i> ,	JESSIE BROWN,
KATE A. REMER,	SARA L. CHASE,
ARIADNE GILBERT,	E. MAY TENNANT,
MATILDA V. DRIESBACH,	EMMA B. STARR,
MARY A. COWLES,	LOUISE B. RUNYON,
	CORA F. CADMUS.

## LINCOLN SCHOOL.

CAROLYN B. LEE,	NANCY M. THOMAS,
MILDRED TITSWORTH,	AGNES B. FREEMAN,
Alice MILLER,	LOUISE FARRINGTON.

## IRVING SCHOOL.

GENEVIEVE PETRIE, <i>Prin.</i> ,	LUCY L. BROWN,
ANNA W. WATSON,	CHARLOTTE M. BEEKMAN,
GRACE C. TELLER,	LUCIA N. WOOD,
ELIZABETH W. REYNOLDS,	HATTIE FILMER,
LOTTIE W. STILLMAN,	MARY M. GRISWOLD,
ALICE A. LEE,	SUSIE DAVIES,
ADA H. CLARKE,	LILIAN T. GLEN,
	MARY BUCKLE.

## SUPERVISOR OF MUSIC.

CHARLES L. LEWIS.

## SUPERVISOR OF DRAWING.

ANNA J. BENNETT.

# Enrollment of Pupils, 1900-1901.

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SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
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**High School.**

IRA W. TRAVELL . . . . .	Senior.	11	18	29
ELLEN E. NILES . . . . .	Junior.	13	22	35
ELLEN K. CUMMING . . . . .	Second Year.	30	39	69
GEO. W. SANFORD . . . . .	First Year.	35	66	101

*Preparatory Class.*

M. ELIZABETH BENEDICT . . .	Ninth.	10	10	20
KATHARINE F. BALL . . . . .	Ninth.	12	10	22

**Whittier School.**

ANNA M. DAY . . . . .	Ninth.	14	15	29
ETHEL A. HAVEN . . . . .	Eighth.	17	18	35
ALICE W. LANSING . . . . .	Eighth.	14	24	38
ELIZABETH E. MORE . . . . .	Seventh.	13	24	37
FLORA GRIFFIN . . . . .	Seventh.	22	20	42
ANNA E. MANKTELOW . . . . .	Seventh.	25	17	42
ELEANOR T. WILBER . . . . .	Sixth.	22	16	38
MABEL MITCHELL . . . . .	Sixth.	20	18	38

**Franklin School.**

JENNIE E. DAVIES . . . . .	Sixth.	18	19	37
CHARLOTTE C. MERRILL . . .	Fifth.	18	29	47
CLARA J. CHURTON . . . . .	Fifth.	20	27	47
EMMA FORCE . . . . .	Fourth.	34	21	55
EDITH GILBERT . . . . .	Third.	16	26	42
FLORENCE CHURTON . . . . .	Third.	30	23	53
LOTTIE B. STRONG . . . . .	Second.	17	27	44
MINNIE McMaster . . . . .	Second.	24	20	44
MADGE L. SUTPHEN . . . . .	First.	20	20	40
CAROLINE A. BARBER . . . . .	First.	20	24	44
ELIZABETH T. ANGELL . . . .	Kindergarten.	23	25	48

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
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**Washington School.**

M. E. HUMPTON . . . . .	Fifth.	9	20	29
ANNA W. BOORAEM . . . . .	Fourth.	21	11	32
JENNIE OWEN . . . . .	Third.	22	20	42
S. LOUISE WOOD . . . . .	Second.	16	15	31
MARGARET R. CORY . . . . .	First.	27	19	46
CHARLOTTE E. TENNANT . . . . .	First.	34	32	66
LOUISE RAWSON . . . . .	Kindergarten.	23	18	41

**Bryant School.**

KATE A. REMER . . . . .	Sixth.	29	21	50
ARIADNE GILBERT . . . . .	Fifth.	16	24	40
MATILDA V. DRIESBACH . . . . .	Fifth.	21	20	41
MARY A. COWLES . . . . .	Fourth.	25	20	45
JESSIE BROWN . . . . .	Fourth.	25	18	43
SARA L. CHASE . . . . .	Third.	20	23	43
E. MAY TENNANT . . . . .	Second.	22	25	47
EMMA B. STARR . . . . .	First.	37	19	56
LOUISE B. RUNYON . . . . .	First.	35	21	56
CORA F. CADMUS . . . . .	Kindergarten.	24	21	45

**Lincoln School.**

CAROLYN B. LEE . . . . .	Fifth.	21	7	28
MILDRED TITSWORTH . . . . .	Fourth.	21	23	44
ALICE MILLER . . . . .	Third.	32	15	47
NANCY M. THOMAS . . . . .	Second.	20	19	39
AGNES B. FREEMAN . . . . .	First.	31	29	60
LOUISE FARRINGTON . . . . .	Kindergarten.	29	20	49

**Irving School.**

ANNA W. WATSON . . . . .	Sixth.	17	19	36
GRACE C. TELLER . . . . .	Fifth.	30	21	51
ELIZABETH W. REYNOLDS . . . . .	Fourth.	24	17	41
LOTTIE W. STILLMAN . . . . .	Fourth.	19	13	32
ALICE A. LEE . . . . .	Third.	21	21	42
ADA H. CLARKE . . . . .	Third.	26	16	42
LUCY L. BROWN . . . . .	Second.	21	29	50
CHARLOTTE M. BEEKMAN . . . . .	Second.	19	15	34
LUCIA N. WOOD . . . . .	First.	17	15	32
HATTIE FILMER . . . . .	First.	23	25	48
MARY M. GRISWOLD . . . . .	First.	49	50	99
SUSIE DAVIES . . . . .	Kindergarten.	52	42	94

# High School Graduation.

## Order of Exercises.

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OVERTURE—"Berlin in Tears and Smiles,"	<i>Conradi.</i>
INVOCATION,	Rev. Cornelius Schenck.
"MINUET A LA ANTIQUE,"	<i>Paderewski.</i>
SALUTATORY AND ESSAY—"College Settlement,"	Madeline Evans.
SELECTION—"Florodora,"	<i>Stuart.</i>
ADDRESS,	Dr. A. E. Winship.
"MEXICAN DANCE,"	<i>Aviles.</i>

## PRESENTATION OF REWARDS.

MR. LEANDER N. LOVELL.

For English Composition (The late G. H. Babcock Prize),	
	Offered by Mrs. G. H. Babcock.
For Mathematics (The late Dr. C. H. Stillman Prize),	
	Offered by Mrs. C. H. Stillman.
For United States History,	Offered by Wm. R. Richards, D. D.
For Spelling,	Offered by Mr. Leander N. Lovell.
For Penmanship,	Offered by Mr. Charles F. Abbott.
For Modern Languages,	Offered by Mr. E. R. Ackerman.
For Latin,	Offered by Mr. Mason W. Tyler.
For Commercial Studies,	Offered by Mr. E. R. Ackerman.
WALTZ—"Adoration,"	<i>Rosey.</i>
ESSAY AND VALEDICTORY—"The Influence of Reading,"	Kizzie Eager.
MERRY MELODIES, No. II., -	<i>Mills.</i>

## PRESENTATION OF DIPLOMAS.

By the President of the Board of Education,  
J. B. PROBASCO, M. D.

MARCH—"Mosquito Parade,"	<i>Whitney.</i>
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# Graduates of the High School.

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## CLASSICAL COURSE.

Kizzie Eager,	Charles Ames Brooks,
Ella Louise Whitney,	David Sterling Pond,
	Harold Leigh Smalley.

## LATIN—SCIENTIFIC COURSE.

Madeline Evans,	Edward Allyn Janes,
Anna Mildred Greene,	Cyrus Hillman Kinsman,
Margaret Rand,	David Townsend Mason,
Ethel Lucile Titsworth,	Fred Ramsey Mason,
	Lawrence Leslie Tweedy.

## LATIN—MODERN LANGUAGE COURSE.

Martha Remsen Anthony,	Lillian Maclay,
Elizabeth Bowen,	Wetmore Holloway Titus.

## MODERN LANGUAGE COURSE.

Beulah Salome Cline,	Elsie Townsend Smith,
	Wm. Sheppard Fitz Randolph.

## ENGLISH COURSE.

Ella Louise Lounsbury,	Andrew Mellick Tweedy.
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## COMMERCIAL COURSE.

Peter Louis Ughetta.
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# Award of Prizes.

1901.

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## ENGLISH COMPOSITION.

The Geo. H. Babcock Prize, given by Mrs. Geo. H. Babcock.

First Prize—Hudson's Shakespeare, 12 vols.,

Charles Ames Brooks.

Second Prize—Longfellow's Works, 11 vols.,

Lillian Snodgrass.

Honorable Mention—Van Wyck Brooks,

Clarence B. LaRue.

## MATHEMATICS.

The Dr. C. H. Stillman Prize, given by Mrs. C. H. Stillman.

First Prize—\$15.00 in gold, Martha R. Anthony.

Second Prize, \$10.00 in gold, Madeline Evans.

Honorable Mention—Hervey K. Doane.

## TRANSLATION PRIZES.

For the best translation of assigned passages, a first prize of \$3.00, and a second prize of \$2.00, to be expended in books chosen by the receiver of the prize.

MODERN LANGUAGES.—Given by Mr. Ernest R. Ackerman.

*Senior French.*

First Prize—Ethel Lucile Titsworth.

Second Prize—Ella Louise Lounsbury.

*Junior French.*

First Prize—Erwin Briant Leland.

Second Prize—Grace Jeffers Burke.

*German.*

First Prize—Elsie P. Hoyt.

Second Prize—Kizzie Eager.

LATIN PRIZES—Given by Col. Mason W. Tyler.

*Senior Latin.*

- First Prize—Charles Ames Brooks.  
Second Prize—Kizzie Eager.  
Honorable Mention—Madeline Evans.

*Junior Latin.*

- First Prize—Russell Bailey.  
Second Prize—Edward A. Janes.  
Honorable Mention—Ethel L. Titsworth.

*Second Year Latin.*

- First Prize—Louise M. Taylor.  
Second Prize—Cyril Brown.  
Honorable Mention—Alden E. Moore.

## GREEK PRIZES.

For Excellence in the Year's Work.

*Senior Greek.*

- Honor—Kizzie Eager.

*Junior Greek.*

- Honor—Clarence B. LaRue.

## COMMERCIAL PRIZES.

Given by Mr. E. R. Ackerman.

A first prize of \$3.00 and a second prize of \$2.00, to be expended in books.

*Stenography.*

- First Prize—Henry A. Meeker.  
Second Prize—Cyril Brown.  
Honorable Mention—Beulah S. Cline.  
Very creditable work by special students, Florence R. Hill, Sarah P. Denton.

*Typewriting.*

- First Prize—Jean A. Dunham.  
Second Prize—Cyril Brown.  
Honorable Mention—Beulah S. Cline.

*Book-keeping.*

First Prize—Harold A. Fenno,  
Second Prize—Herbert J. DuBois.  
Honorable Mention—Lulu F. Randolph.

## SPELLING.

Given by Mr. Leander N. Lovell.  
Longfellow's Poems, Cambridge Edition.  
Prize—Florence Derby.  
Honorable Mention—Lucia Towne.  
Ruth Bullock.

## PENMANSHIP.

Given by Mr. Charles F. Abbott, Bryant's Library of Poetry  
and Song.

*Best Writing.*

Prize—May Frazee.  
Honorable Mention—Robert Mitchell.  
Arthur Dyer.  
Very Creditable—Eva M. Rogers, Nettie A.  
Thompson, Charles Ryder, Mildred Odam.

*Greatest Improvement.*

Prize—Harry Rottberg.  
Honorable Mention—Chrestilla MacMurray.  
Hazel VanSickle.  
Very Creditable—Christine Thompson.  
Frederick Drew.

## UNITED STATES HISTORY.

Given by Rev. Dr. William R. Richards, Green's History of  
English People, 4 vols.  
Prize—Lucia Towne.  
Honorable Mention—Florence Derby.  
Howard H. Craig.

# Grammar School Graduation.

## Order of Exercises.

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THE LORD IS MY SHEPHERD, - - - - - *Kosehat.*

Chorus by Class.

RECITATION—Herve' Riel, - - - - - *Browning.*

Minnie Boorne Serrell.

a. ROMANZE, Opus 26, - - - - - *Svendsen.*

b. AUFENTHALT, - - - - - *Schubert.*

Mrs. Violet Truell Johnson.

RECITATION—Song of the Chattahoochee,

Nellie St. John.

UP, QUIT THY BOWER, - - - - - *Schnecker.*

Chorus by Class.

RECITATION—The Victory of the Bairns, - - *S. R. Crockett.*

Ada Westphal.

### ADDRESS.

Louis Bevier, Jr., Ph. D., Rutgers College.

SWEDISH PEASANT'S WEDDING MARCH, - - - - - *Soderman.*

Chorus by Class.

### ADDRESS TO THE GRADUATES.

Rev. William R. Richards, D. D.

### PRESENTATION OF DIPLOMAS.

By the President of the Board of Education,

J. B. PROBASCO, M. D.

COUNTRY FAIR WALTZES - - - - - *Abt.*

Chorus by Class.

# Graduates of the Grammar School,

1901.

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- |                            |                           |
|----------------------------|---------------------------|
| Mena Bock,                 | Louise Klein,             |
| Harry R. Brokaw,           | Grace Powell Karr,        |
| Martin Bowman,             | Nellie May Larew,         |
| Carro Adelia Bird,         | Edith Marie LaRue,        |
| Chester H. Briggs,         | Sadie Leichtentritt,      |
| May Gertrude Brown,        | James McCarthy,           |
| Ruth Bullock,              | J. Wendell Mosher,        |
| Harold Alexander Brownell, | Mabel Frances Pound,      |
| George Lewis Bentley,      | Samuel Rottberg,          |
| Mabel Denton Cronce,       | John Ryan,                |
| Florence Jane Cuming,      | Mary Hester Randolph,     |
| Robert Newton Crane,       | Edna Ward Randolph,       |
| Howard Hunter Craig,       | Adam Victor Scott,        |
| Florence Disbrow,          | Minnie Boorne Serrell,    |
| Edna Florence Derby,       | Charles Leslie Slocum,    |
| Edwin M. Daniel, 2d,       | Walter Heywood Sharkey,   |
| Carrie Florence Fuller,    | Nellie Crandall St. John, |
| Helen Adrian Fulton,       | Elliott A. Taylor,        |
| Florence Ethel Forbes,     | Mary H. Templin,          |
| Mary Evelyn Gray,          | Inez Marie Tolles,        |
| Hazel LaMont Grant,        | Harry Gilbert Thompson,   |
| Juliet Edith Hill,         | Ada Anna Westphal,        |
| Violet Mabel Hallard,      | Howard R. Wagner,         |
| Edith Medora Hyde,         | William Williams,         |
| Charles Bilyeu Hellyer,    | Lida A. Wyman.            |
| May Lovica Kelley,         |                           |

# Course of Study in the Plainfield High School.

(Electives are printed in italics.)

## FIRST-YEAR CLASS.

CLASSICAL.	LATIN-SCIENTIFIC.
English . . . . .	English . . . . .
Latin . . . . .	Latin . . . . .
Algebra . . . . .	Algebra . . . . .
Ancient History . . . . .	<i>Ancient History, or</i> } Physical Geography } . . . . .
20	20

### MODERN LANGUAGE.

MODERN LANGUAGE.	COMMERCIAL.
English . . . . .	English . . . . .
Ancient History . . . . .	Bookkeeping* . . . . .
Algebra . . . . .	Algebra . . . . .
Physical Geography . . . . .	Ancient History . . . . .
20	20

### GENERAL.

English . . . . .	5
Algebra . . . . .	5
Ancient History . . . . .	5
Physical Geography . . . . .	5

20

## SECOND-YEAR CLASS.

CLASSICAL.	LATIN-SCIENTIFIC.
English . . . . .	English . . . . .
Cæsar . . . . .	Cæsar . . . . .
Greek . . . . .	Algebra . . . . .
Algebra . . . . .	<i>Physics, or</i> } <i>French</i> } . . . . .
17½	17½

### MODERN LANGUAGE.

MODERN LANGUAGE.	COMMERCIAL.
English . . . . .	English . . . . .
French . . . . .	Stenography and Typewriting* . . . . .
Algebra . . . . .	Bookkeeping* . . . . .
Physics . . . . .	<i>History, Ancient or</i> } <i>Modern Language, or</i> } . . . . . <i>Science.</i>
17½	20

### GENERAL.

English . . . . .	5
Algebra . . . . .	2½
Physics . . . . .	5
Modern History . . . . .	5

17½

## JUNIOR CLASS.

## CLASSICAL.

English . . . . .	5
Cicero . . . . .	5
Xenophon . . . . .	5
<i>Geometry, or</i> } . . . . .	5
<i>Science.</i>	

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20

## MODERN LANGUAGE.

English . . . . .	5
French . . . . .	5

2 of the following:	
<i>Geometry,</i>	
<i>Chemistry,</i>	
<i>Modern History,</i>	
<i>English Literature.</i>	10

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20

## LATIN-SCIENTIFIC.

English . . . . .	5
Cicero . . . . .	5
<i>Geometry . . . . .</i>	5
<i>Chemistry,</i>	
<i>French,</i>	
<i>Modern History, or</i>	
<i>English Literature.</i>	5

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20

## COMMERCIAL.

English . . . . .	5
Stenography and Typewriting*	4
Advanced Bookkeeping*	3
2 of the following:	
<i>Geometry,</i>	
<i>Ancient or Mod. Language,</i>	
<i>Science,</i>	
<i>History,</i>	
<i>English Literature.</i>	10

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22

## GENERAL.

English . . . . .	5
Geometry . . . . .	5
Chemistry . . . . .	5
English Literature . . . . .	5

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20

## SENIOR CLASS.

## CLASSICAL.

English . . . . .	5
Virgil . . . . .	5
Homer . . . . .	5
<i>Geometry, German,</i>	
<i>French, or Science.</i>	5

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20

## MODERN LANGUAGE.

English . . . . .	5
French . . . . .	5
German . . . . .	5
<i>Mathematics,</i>	
<i>Science,</i>	
<i>History, or</i>	
<i>English Literature.</i>	5

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20

## LATIN-SCIENTIFIC.

English . . . . .	5
Virgil . . . . .	5
2 of the following:	
<i>French,</i>	
<i>German,</i>	
<i>English Literature,</i>	
<i>Astronomy and Geology,</i>	
<i>History, Solid Geometry</i>	
<i>and Trigonometry.</i>	10

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20

## COMMERCIAL.

English . . . . .	5
Stenography and Typewriting*	4
Office Practice*	3
2 of the following:	
<i>Mathematics,</i>	
<i>Ancient or Mod. Language,</i>	
<i>Science,</i>	
<i>History,</i>	
<i>English Literature.</i>	10

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22

## GENERAL.

English . . . . .	5
Solid Geometry and Trigonometry . . . . .	5
Astronomy and Geology . . . . .	5
History . . . . .	5
	<hr/>
	20

\* The starred subjects are recitations requiring no preparation.

The figures indicate the number of recitations per week during 40 weeks.

Vocal music is required one period a week throughout the course.

Drawing may be elected one period a week throughout the course, and receives credit.

English History is finished in the Grammar School.

# Explanation of Course of Study.

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## AIM OF THE SCHOOL.

The High School continues the work of education done in the Grammar School. Its course of study is arranged to meet the wants of all classes of pupils. The large amount of choice which it offers in the selection of a course, and of subjects within that course, is in keeping with its character as the last step in public education. While it aims primarily to discipline the mind and to form the character aright, it seeks also to introduce the pupil to the world's treasures of general knowledge.

## COURSES OF STUDY.

The Classical and Latin-Scientific Courses of study offer the college preparatory pupil opportunity for ample preparation for entering any university or college in the country. Those who maintain a satisfactory standing in their classes will be admitted on certificate of the Principal, without examination, at Amherst, Williams, Wesleyan, Oberlin, New York University, Vassar, Smith, Wellesley, and other colleges where the certificate plan is in force. They will also be fitted to enter, without conditions, Princeton, Harvard, Yale, and Columbia.

The Latin-Scientific is the General Course. In no way can a pupil so readily gain a mastery of the English language as by the study of some foreign language, preferably Latin.

Laboratory facilities and methods of teaching science enable the pupil to approach those subjects in the proper way, and to learn by doing.

The Modern Language Course affords opportunity of making French and German the leading studies of the course.

The Business Course not only gives the technical

instruction which fits the pupil for a business career, but it also has an important disciplinary value in training to correctness and accuracy, and it offers a large fund of general information.

#### SELECTION OF COURSES.

Upon admission to the High School, pupils are required to choose and pursue regularly one of the prescribed courses of study. For satisfactory reasons, a pupil may be allowed to take less than the required number of studies, and to graduate in five or more years.

A change of course will ordinarily not be allowed, except at the beginning of the year, and then only upon the personal or written request of the parent.

Pupils sustaining a satisfactory record in their regular courses may elect studies from other courses to meet their special needs.

#### PROMOTION.

At the end of the year pupils are "promoted," "conditioned," or "not promoted." A pupil is promoted whose standing is not less than 75 per cent, or "fair," in any prescribed study.

A pupil conditioned in any subject will not be classified with the next higher class until that subject is satisfactorily completed under the teacher's direction. Ordinarily only one supplementary examination will be given, and failure in this, or neglect to remove the condition within a reasonable time, will be followed by requirement to repeat the study in class.

A pupil not promoted in any study must take that study again in class, although he may enter upon advanced studies in place of those satisfactorily completed.

Exclusion from opportunity to take examination will follow very poor class work.

Standings are determined by taking into account the class work, examinations, and the teachers' estimate of progress.

## ADMISSION.

All graduates from the city Grammar Schools are admitted without examination. Other pupils desiring to enter the High School must pass examination in Arithmetic, English Grammar, Spelling, and United States History. A course in Spencer's Inventional Geometry will add much to the pupil's ability to do the High School work.

## NON-RESIDENT PUPILS.

Non-resident pupils are admitted to the full privileges of the School. They are required to pay tuition, to sustain a satisfactory record, and to conform to all the requirements made of resident pupils; and they have the same use of the library, apparatus, and other aids to study.

Non-resident graduates are admitted to post-graduate study without payment of tuition.

## LENGTH OF YEAR.

For convenience in arranging the work, the school year is divided into two terms of twenty weeks each; but the vacations occur at Christmas time and about the first of April.